

# Englewood Public Schools

## United States History II

### High School

## Unit IV - Vietnam to the Present

**Overview:** In this unit, students will examine the Vietnam War and its implications and continue up until the present day. Students will complete lessons and activities that further their knowledge of American culture and history while developing their writing and critical thinking skills.

**Time Frame:** 35 to 45 Days

### Enduring Understandings:

The United States entered the Vietnam War to defeat Communist forces threatening South Vietnam.  
 The Vietnam War created deep division in the Democratic Party and in the nation as a whole.  
 President Nixon's foreign policy led to more positive relationships with China and the Soviet Union.  
 The conservative movement gained strength in the 1970s, preceding Reagan's election.

### Essential Questions:

*What events led to the war between North Vietnam and South Vietnam?*  
*What role did students play in the protest movements of the 1960s?*  
*How did Nixon apply his "southern strategy" to the issue of civil rights and to his choice of Supreme Court justices?*  
*How did conservatism evolve in the years between the 1930s and the 1970s?*

Standards	Topics and Objectives	Activities	Resources	Assessments
6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.	<b>Topics</b>  The War Unfolds  Fighting The War  Political Divisions  The End of the War  Twenty-First Century Themes and Skills include:	Instructors will select text and experiences from <i>American Pathways to Present</i> to provide a foundation of understanding of the Vietnam War. (NJSLSA.R1)  Students view an introductory video that explains the Vietnam War. (8.1.12.A.2)	<b>Text</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 31 The Vietnam War, 1954-1975  <b>Web-based Video:</b> Vietnam War Simplified! <a href="https://youtu.be/aoXySB-WIZE">https://youtu.be/aoXySB-WIZE</a>	<b>Formative Assessment:</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing

<p>6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p> <p>6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p> <p>6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p> <p>6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.</p> <p>RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band</p>	<ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> </ul> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the events that led to the war between North Vietnam and South Vietnam.</li> <li>• Explain the Vietnam policies of President Kennedy and Robert McNamara.</li> <li>• State how President Johnson changed the course of the war.</li> <li>• Explain the domino theory.</li> <li>• Discuss the results of the Geneva Accord.</li> <li>• Create a scavenger hunt that displays their understanding of a particular group's experience during the war.</li> <li>• Describe battlefield conditions for the American soldier.</li> <li>• Analyze the role of students in the protest movements of the 1960's.</li> <li>• Explain the difference in policies of Johnson and</li> </ul>	<p>Students will expand their understanding of the Vietnam War by viewing photographs, conducting research and creating a museum exhibit using the photographs. (<b>CRP8, W.9-10.1</b>)</p> <p>Students will construct arguments regarding civilians' opinions about the war, some agreeing more with Nixon and the official United States government position and some siding with Kerry, the VVAW, and other antiwar groups. (<b>SL.9-10.1, CRP4, W.9-10.1</b>)</p> <p>Students will describe the Selective Service's lottery system for drafting soldiers into the military and give their opinion about fairness of the system. (<b>SL.11-12.1, CRP4, W.9-10.1</b>)</p> <p>Students create a scavenger hunt constructing a series of questions leading to the answer of an overarching question: "What was the effect of the Vietnam War on the particular group?" (<b>CRP8, W.9-10.1</b>)</p>	<p><b><u>Web-based Resources:</u></b></p> <p>Teaching with Documents Lesson Plan: The War in Vietnam – A Story in Photographs, National Archives  <a href="http://www.archives.gov/education/lessons/vietnam-photos/activities.html">http://www.archives.gov/education/lessons/vietnam-photos/activities.html</a></p> <p>Opposing Views on the Vietnam War, Discovery Education  <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/opposing-views-on-the-vietnam-war.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/opposing-views-on-the-vietnam-war.cfm</a></p> <p>A Different Kind of Lottery: Understanding the Draft During the Vietnam War   Lesson Plan, PBS.org  <a href="http://florida.pbslearningmedia.org/resource/12fdbf3d-a11d-4431-8702-be41f5198c29/a-different-kind-of-lottery-understanding-the-draft-during-the-vietnam-war/">http://florida.pbslearningmedia.org/resource/12fdbf3d-a11d-4431-8702-be41f5198c29/a-different-kind-of-lottery-understanding-the-draft-during-the-vietnam-war/</a></p> <p>Building Vietnam War Scavenger Hunts through Web-Based Inquiry, NCTE, ReadWriteThink  <a href="http://www.readwritethink.org/classroom-">http://www.readwritethink.org/classroom-</a></p>	<p><b>Summative Assessment:</b>  <i>America Pathways to the Present</i>, Prentice Hall, 2004, Chapter Review and Assessment</p> <p><b>Benchmark Assessment:</b>  End of Year Assessment</p> <p><b>Alternative Assessments:</b>  <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p> <p>Performance based evaluation using rubrics  (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Types of Assessments:  <a href="https://www.teachthought.com/pedagogy">https://www.teachthought.com/pedagogy</a></p>
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independently and proficiently.

6.1.12.A.14.d

Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.A.14.e

Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.C.14.b

Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.A.14.h

Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.1.12.C.14.a

Nixon during the Vietnam War.

<resources/lesson-plans/building-vietnam-scavenger-hunts-821.html>

</6-types-assessment-learning>

### Topics

Nixon's Domestic Policy

Nixon's Foreign Policy

The Watergate Scandal

The Ford Administration

The Carter Administration

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness
- Civic Literacy

### Objectives

Students will:

- Explain how Nixon's domestic policies differed from his predecessors.
- Describe the first manned moon landing.
- Illustrate Nixon's policies toward the People's Republic of China and the Soviet Union.

Instructors will select text and experiences from *American Pathways to Present* to provide a foundation of understanding of the presidents including Nixon, Ford and Carter. (NJSLSA.R1)

Instructors can select from five lessons regarding the Ford and Carter Years:

1. Watergate Review and Ford/Carter Regimes
2. "Crisis in Confidence"
3. Domestic Issues
4. Iran Hostage Crisis – Robert C. Ode's Diary "Miracle on Ice"

Students consider Jimmy Carter as the President by becoming a newspaper journalist that writes about Carters Presidential Inaugural Address.

Students will gain an understanding of the events of the Watergate scandal and its impact on the American presidency.

### Text

*America Pathways to the Present*, Prentice Hall, 2004, Chapter 32 Nixon, Ford, Carter, 1969-1981

Web-based Resources:

The Ford and Carter Years  
<http://thefordandcarteryears.unit.weebly.com/lesson-plans.html>

Carter as President and Ex-President, Discovery Education  
<http://www.discoveryeducation.com/teachers/free-lesson-plans/carter-as-president-and-ex-president.cfm>

Watergate and the Limits of Presidential Power  
[http://www.pbs.org/newshour/extra/lessons\\_plans/watergate-lesson-plan-the-limits-of-presidential-power/](http://www.pbs.org/newshour/extra/lessons_plans/watergate-lesson-plan-the-limits-of-presidential-power/)

Address to the Nation on the War in Vietnam, November 3, 1969

### Formative Assessment:

*America Pathways to the Present*, Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing

### Summative Assessment:

*America Pathways to the Present*, Prentice Hall, 2004, Chapter Review and Assessment

### Alternative Assessments:

<http://www.schrockguide.net/assessment-and-rubrics.html>

Performance based evaluation using rubrics  
(<http://rubistar.4teachers.org/index.php>)

Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.

6.1.12.C.15.a  
Relate the role of America's dependence on foreign oil to its economy and foreign policy.

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the

- Interpret the Watergate break-in and events that led to Nixon's resignation.
- Explain how Ford became President.
- Display their understanding of the bicentennial celebrations via a self-selected medium.
- Expound upon their understanding of the Carter administration.
- Explain the factors that influenced the 1980 Presidential election.

Students read President's Nixon's address, the "Silent Majority" about the Vietnam War and answer the following questions:

1. When is secrecy a good thing?
2. What is the role of secrecy in a democracy?
3. When is it o.k. for the President to not follow the law? **(NJSLSA.R1)**

Students complete a chart regarding Détente or Non-Détente after reading about Nixon's foreign policies in China. **(W.9-10.1)**

Students read or listen to President Ford's speech when he pardoned Richard Nixon and use textual evidence to write an argumentative essay explaining why he should or should not have pardoned Nixon. **(NJSLSA.R1)**

[http://nixon.archives.gov/for-kids/speechesforkids/silent-majority/silentmajority\\_transcript.pdf](http://nixon.archives.gov/for-kids/speechesforkids/silent-majority/silentmajority_transcript.pdf)

Nixon Foreign Affairs, PBS.org  
<http://www.pbs.org/wgbh/americanexperience/features/general-article/nixon-foreign/>

The History Place, President Gerald R. Ford Pardoning Richard Nixon  
<http://www.historyplace.com/speeches/ford.htm>

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Types of Assessments:  
<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

relationships among the key details and ideas.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

6.1.12.A.15.a

Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.

6.1.12.A.15.b

Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

6.1.12.A.15.d

Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

Topics		Instructors will select text and experiences from <i>American Pathways to Present</i> to provide a foundation of understanding of the Conservative Revolution.	Text	Formative Assessment:
Roots of the New Conservatism			<i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 33 The Conservative Revolution	<i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing
The Reagan Revolution				
Regan's Second Term		Students experience an overview of the Reagan administration via a teacher created PowerPoint.	<b><u>Web-based Resources:</u></b>	
The George H.W. Bush Presidency			Ronald Reagan, US History Site <a href="http://ushistorysite.com/reagan.php">http://ushistorysite.com/reagan.php</a>	<b>Summative Assessment:</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter Review and Assessment
Twenty-First Century Themes and Skills include:		Instructors select from three lessons regarding Ronald Reagan's administration:	The New Right and the Reagan Revolution PPT, Neptune Township Schools	
<ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Financial Literacy</li> </ul>		<ol style="list-style-type: none"> <li>1. The Reagan and Bush Years "The Reagan Legacy"</li> <li>2. He Fought for Freedom: Ronald Reagan</li> <li>3. The Cold War and Beyond</li> </ol>	Debating the Success & Failure of Reaganomics, Koch <a href="http://www.ocic.k12.ok.us">www.ocic.k12.ok.us</a>	<b>Alternative Assessments:</b> <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a>
<b>Objectives</b>				
Students will:			George H.W. Bush, PBS.org <a href="http://www.pbs.org/wgbh/americanexperience/features/">http://www.pbs.org/wgbh/americanexperience/features/</a>	
<ul style="list-style-type: none"> <li>• Explain the major events of Ronald Reagan's political career.</li> </ul>		Students will experience a multi-day unit where they use primary sources and debate the		

<p>6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.</p>	<ul style="list-style-type: none"> <li>Annotate how conservatism evolved from the 1930s to the 1970s</li> <li>Describe changes that Reagan made to the Federal Government</li> <li>Diagram how the US economy moved from recession to recovery during the 1980s.</li> <li>Debate the legacy of Ronald Reagan's Presidency and policies.</li> </ul>	<p>successes and failures of Reaganomics.</p> <p>Students watch a History Channel video, "The Great Communicator" to gain an understanding of Ronald Reagan communication style and form.</p>	<p><a href="http://teachers-resources/bush-teachers-guide/">teachers-resources/bush-teachers-guide/</a></p> <p><b><u>Web-based Videos and Photos:</u></b></p> <p>The Great Communicator, America the Story of Us, History.com  <a href="http://www.history.com/shows/america-the-story-of-us/videos/the-great-communicator#the-great-communicator">http://www.history.com/shows/america-the-story-of-us/videos/the-great-communicator#the-great-communicator</a></p>	<p>Performance based evaluation using rubrics  <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></p> <p>Portfolio of student work</p>
<p>6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p>		<p>Students view photos and videos of the Fall of Berlin Wall and in small groups create their own video that summarizes their findings.</p>	<p><a href="http://www.history.com/shows/america-the-story-of-us/videos/the-great-communicator#the-great-communicator">http://www.history.com/shows/america-the-story-of-us/videos/the-great-communicator#the-great-communicator</a></p>	<p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p>
<p>6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p>		<p>Instructors can select from five lesson plans regarding President George H.W. Bush:</p> <ol style="list-style-type: none"> <li>1. What's Right vs. What's Popular</li> <li>2. Different Campaigns, Different Lessons</li> <li>3. The Preppy Problem</li> <li>4. Bush Family Values</li> <li>5. Reconsidering the Gulf War</li> </ol>	<p>Moments in History, The Fall of the Berlin Wall  <a href="https://youtu.be/MM2qq5J5A1s">https://youtu.be/MM2qq5J5A1s</a></p> <p>Why Was a Wall Built Around West Berlin?  <a href="https://youtu.be/W7YE-N448fg">https://youtu.be/W7YE-N448fg</a></p>	<p>Types of Assessments:  <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a></p>
<p>6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.</p>			<p>What Actually Brought Down the Berlin Wall?  <a href="https://youtu.be/Fyrg34-mxuY">https://youtu.be/Fyrg34-mxuY</a></p>	
<p>RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>			<p>The Rise and Fall of the Berlin Wall, Time Photo Expose  <a href="http://content.time.com/time/photogallery/0,29307,1631993_1383227,00.html">http://content.time.com/time/photogallery/0,29307,1631993_1383227,00.html</a></p>	

<p>6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</p> <p>6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p> <p>6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from</p>	<p><b>Topics</b></p> <p>Politics in Recent Years</p> <p>The United States and the New World</p> <p>Americans in the New Millennium</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Financial Literacy</li> </ul> <p><b>Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Explain what led to Bill Clinton's election in 1992.</li> <li>• Expound upon their understanding of the political changes in the post-Cold War years.</li> <li>• Analyze Americans response to the terrorist attacks of September 11, 2001.</li> <li>• Analyze how technology affects American life.</li> <li>• Describe the impact of the expanding global economy.</li> </ul>	<p>Instructors will select text and experiences from <i>American Pathways to Present</i> to provide a foundation of understanding of Entering a New Era. (NJLSA.R1)</p> <p>Instructors can select from a large repertoire of lesson plans to help them develop greater capacity for tolerance by understanding the historical events related to terrorism:</p> <ol style="list-style-type: none"> <li>1. Afghanistan Today: Civil War and Human Rights</li> <li>2. Afghanistan and Its Neighbors: Model Summit</li> <li>3. Tolerance in Times of Trial</li> <li>4. Taming Terrorism</li> <li>5. Conflicting View</li> </ol> <p>Students consider the role that natural resources play in the politics and economy of the Middle East by conducting a number of lesson plans:</p> <ol style="list-style-type: none"> <li>6. Like Oil and Water</li> <li>7. Early Western Control of Oil</li> <li>8. Struggles Over Iranian Oil</li> <li>9. American Dependence on Middle Eastern Oil</li> </ol>	<p><b>Text</b></p> <p><i>America Pathways to the Present</i>, Prentice Hall, 2004, Chapter 34 Entering a New Era, 1992 to the Present</p> <p>Web-based Resources:</p> <p>America Responds, PBS <a href="http://www.pbs.org/america/responds/educators.html">http://www.pbs.org/america/responds/educators.html</a></p> <p><b>Web-based Resources:</b></p> <p>What is social media's role in Election 2016? PBS <a href="http://www.pbs.org/newshour/extra/lessons_plans/what-is-social-medias-role-in-election-2016-lesson-plan/">http://www.pbs.org/newshour/extra/lessons_plans/what-is-social-medias-role-in-election-2016-lesson-plan/</a></p> <p>The Ten Chairs, Teaching Economics <a href="http://www.teachingeconomics.org/content/index.php?topic=tenchairs">http://www.teachingeconomics.org/content/index.php?topic=tenchairs</a></p> <p><b>PBL Unit:</b></p> <p>Manufacture Your Future, Discover Education</p> <p><b>Lesson Plans:</b></p> <p>Culture is Everywhere, San Diego District Attorney</p>	<p><b>Formative Assessment:</b></p> <p><i>America Pathways to the Present</i>, Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing</p> <p><b>Summative Assessment:</b></p> <p><i>America Pathways to the Present</i>, Prentice Hall, 2004, Chapter Review and Assessment</p> <p><b>Alternative Assessments:</b></p> <p><a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p> <p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p> <p>Oral presentations</p>
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the global use of new technologies.			
6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.	10. The Policies and Negative Faces of Oil 11. The Future of Oil 12. Water, Water, but Not Everywhere 13. Water Wars 14. Agricultural Resources	<a href="http://www.sdcda.org/.../got-12-culture.pdf">www.sdcda.org/.../got-12-culture.pdf</a>	Self-evaluation, Peer evaluation
6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.	Students examine media and technologies role on political issues by examining numerous resources and considering, “What is social media’s role in Election 2016?” <b>(CRP8)</b>		Types of Assessments: <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a>
6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.	Instructors can select from a plethora of lesson plans to assist students to better understand American economic policy and its effect on individuals and businesses. 15. Economic Systems 16. Profit 17. Entrepreneurs 18. Public Goods 19. Private Property 20. Supply 21. Consumer/Consumption 22. Producers/Production <b>(CRP8)</b>		
6.1.12.C.16.b Predict the impact of technology on the global	Students experience a Problem-Based Unit called, Manufacture Your Future to gain a first hand understanding of how manufacturing has changed over time and the opportunities		

workforce and on entrepreneurship.

6.1.12.C.16.c

Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.1.12.D.16.a

Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.D.16.b

Explain how and why technology is transforming access to education and educational practices worldwide.

6.1.12.D.16.c

Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

students have to engage with technologies used by engineers and designers. **(CRP8)**

Students will get clarity on the cultural influences in their lives and the world around them by conducting a “culture scavenger hunt”.

Students learn about the gap between the rich and poor by playing a game called, “The Ten Chairs.”

<p>6.1.12.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p> <p>6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p>6.1.12.D.13.c Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address</p>	<p><b>Topics</b></p> <p>African Americans Struggle for Political Power</p> <p>The National Black Feminist Organization</p> <p>Cory Booker</p> <p><b>Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Consider the history of African American's struggle to gain political power.</li> <li>Conduct text-based inquiries into the National Black Feminist Organization.</li> <li>Conduct text-based inquiries regarding a famous New Jersey African American politician, Cory Booker.</li> </ul>	<p>Students watch the PPT, Gaining Political Power and review the history of African Americans struggle for freedom and equality and discuss what they consider to be the most crucial event in African American's history. (SL.9-10.1, 8.1.12.A.2)</p> <p>Student read and respond to text-based questions regarding, The National Black Feminist Organization. (SL.9-10.1, CRP4)</p> <p>Students read and respond to text-based questions regarding, Cory Booker. (NJSLSA.R1)</p>	<p>The New Jersey Amistad Commission Interactive Curriculum, Unit Thirteen, National and Global Debates, Conflicts, and Developments &amp; America Faces the 21<sup>st</sup> Century, Gaining Political Power, Gaining Political Power PPT</p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Thirteen, National and Global Debates, Conflicts, and Developments &amp; America Faces the 21<sup>st</sup> Century, Gaining Political Power, The National Black Feminist Organization</p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Thirteen, National and Global Debates, Conflicts, and Developments &amp; America Faces the 21<sup>st</sup> Century, Gaining Political Power, Cory Booker</p> <p><a href="http://www.njamistadcurriculum.net/history/unit/america-faces-21st-century/navigations/3623">http://www.njamistadcurriculum.net/history/unit/america-faces-21st-century/navigations/3623</a></p>	<p><b>Formative Assessment:</b></p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Thirteen, National and Global Debates, Conflicts, and Developments &amp; America Faces the 21<sup>st</sup> Century, Gaining Political Power, Common Core Activity, President Bill Clinton's Speech on Race Relations at the University of Texas-Austin, 1995</p>
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the challenges that are inherent in living in an interconnected world.

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Key Vocabulary:** domino theory, Vietminh, Geneva Accords, Viet Cong, National Liberation Front, Gulf of Tonkin Resolution, saturation bombing, Agent Orange, napalm, Ho Chi Minh Trail, Tet Offensive, New Left, conscientious objector, deferment, Middle America, Paris peace talks, Vietnamization, silent majority, POW, MIA, Organization of Petroleum Exporting Countries (OPEC), New Federalism, détente, SALT I, Watergate scandal, impeach, stagflation, War Powers Act, Helsinki Accords, bicentennial, affirmative action, Camp David Accords, Reagan

Democrat, New Right, televangelism, supply-side economics, New Federalism, Strategic Defense Initiative (SDI), AIDS, Sandinista, Contra, Iran-Contra Affair, INF Treaty, Strategic Arms Reduction Treaty, Persian Gulf War, Whitewater Affair, apartheid, bilingual education, North American Free Trade Agreement (NAFTA), World Trade Organization (WTO)

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Provide ELL students with multiple literacy strategies.</li> <li>• Word walls</li> <li>• Use peer readers</li> <li>• Give page numbers to help the students find answers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches.</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>• Peer Support</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Use project-based learning</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend</li> </ul>

<ul style="list-style-type: none"> <li>● Provide a computer for written work</li> <li>● Provide two sets of textbooks, one for home and one for school</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA</a>).</li> <li>● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li> </ul>	<ul style="list-style-type: none"> <li>● Increase one on one time</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make proper adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<p>learning opportunities.</p> <ul style="list-style-type: none"> <li>● William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li> </ul>
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#### Career Ready Practices:

**CRP2:** Apply appropriate academic and technical skills.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

#### Integration of Technology Standards NJSLS 8:

**8.1.12.A.2:** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

**Integration of 21<sup>st</sup> Century Standards NJSLS 9:**

**9.2.12.C.1** Review career goals and determine steps necessary for attainment.

**Interdisciplinary Connections: ELA-NJSLS/ELA:**

**NJSLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RL.9-10.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**RL.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJ Amistad Commission Interactive Curriculum:**

**<http://www.njamistadcurriculum.net/history/unit/america-faces-century>**

**NJ Commission on Holocaust Education: Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL**

**Grades 9-12**

**The Cambodian Curriculum**

**The Killing of Cambodia**  
(591 KB, PDF)

**Using Memoirs to Meet Content Standards**  
(677 KB, PDF)